

MEMORANDUM OF UNDERSTANDING
between
U.S. VIRGIN ISLANDS DEPARTMENT OF HUMAN SERVICES
and
THE UNIVERSITY OF THE VIRGIN ISLANDS

This Memorandum of Understanding is made and entered into on this 31st day of December, 2014, in the Territory of the U.S. Virgin Islands, by and between the Government of the Virgin Islands, Department of Property and Procurement, on behalf of the Department of Human Services (hereinafter referred to as "Human Services"), and the University of the Virgin Islands (hereinafter referred to as "UVI"). This Agreement constitutes a formal Memorandum of Understanding.

WITNESSETH

WHEREAS Human Services is the Lead Agency that administers the Child Care Development Fund Program, which provides payment to child care providers for child care services to eligible employed parents; and,

WHEREAS the Child Care Development Fund Program is required to provide quality improvement initiatives aimed at improving the quality of child care services in the Territory; and,

WHEREAS as the Lead Agency for the Child Care Development Fund Program, Human Services has been granted funding from the U.S. Administration for Children and Families –Award #90YE0152-01-00 (hereinafter referred to as "ACF") to establish a Child Care Research Partnership with UVI to research the efficacy of its quality improvement initiatives; and,

WHEREAS The Eastern Caribbean Center (hereinafter referred to as "ECC") at UVI was named the research partner in Human Services' successful grant application to ACF; and,

WHEREAS the ECC represents that it is capable and willing to provide the research services stipulated in the grant application to ACF, more specifically outlined in Addendums I (Scope of Services) & II (Project Description and Budget), attached hereto and made part of this contract:

NOW, THEREFORE, the parties mutually agree to the terms and conditions set forth herein as follows:

Contract No: _____

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I. TERM AND CONDITIONS

Upon execution of the MOU by the Governor of the U.S. Virgin Islands, this Contract shall become effective on September 30, 2013 or upon approval of the Governor, and shall terminate September 29, 2017.

II. COMPENSATION

Human Services, in consideration of the satisfactory performance of the services outlined in Addendum I (Scope of Services) attached hereto and made part of this contract, agrees to pay UVI a total sum not to exceed **NINE HUNDRED AND THIRTY-FOUR THOUSAND, FOUR HUNDRED AND SIX DOLLARS (\$ 934,406.00)**, in accordance with the provisions outlined in Addendum III (Terms of Compensation) attached hereto and made part of this contract.

III. TRAVEL EXPENSES

Inclusive in the compensation for services as specified in Paragraph II (Compensation) above, the Government agrees to pay documented transportation, subsistence, lodging, and other travel expenses, while in travel status, for trips which have been authorized in writing, in advance, by the Government. These costs shall be advanced or reimbursed on the same basis as is applicable to non-contract employees of the Government, or as agreed to by an addendum to this Contract, however, said costs and expenses shall not exceed **EIGHTY-THREE THOUSAND, AND NINE HUNDRED AND NINETY-THREE DOLLARS (\$83,993.00)**

IV. MUTUAL AGREEMENT AND UNDERSTANDING

A. WAIVERS AND AMENDMENTS

No waiver, modification or amendment of any term, condition or provision of this Contract shall be valid or of any force or effect unless made in writing, signed by the parties hereto or their duly authorized representative, and specifying with particularity the nature and extent of such waiver, modification or amendment.

Any such waiver, modification or amendment in any instance or instances shall in no event be construed to be a general waiver, modification or amendment of any of the terms, conditions or provisions of this Agreement, but the same shall be strictly limited and restricted to the extent and occasion specified in such writing or writings.

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B. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties hereto, and all prior understanding or communications, written or oral, with respect to the matters, which are the subject of this agreement, are merged herein.

C. RIGHT TO WITHHOLD

If service under this MOU is not performed in accordance with the terms hereof, Government will have the right to withhold out of any payment due to UVI, such sums as Human Services may deem ample to protect it against loss or to assure payment of claims arising there from, and, at its option, Human Services may apply such sums in such manner as Human Services may deem proper to secure itself or to satisfy such claims. Human Services will immediately notify UVI in writing in the event that it elects to exercise its right to withhold. No such withholding or application shall be made by Human Services if and while UVI gives satisfactory assurance to Human Services that such claims will be paid by UVI or its insurance carrier, if applicable in the event that such contest is not successful.

D. TERMINATION

Either party shall have the right to terminate this MOU with or without cause with sixty (60) days written notice, prior to the beginning of a semester, to the other party specifying the date of termination.

E. CONDITION PRECEDENT

This contract shall be subject to the availability of grant funds from ACF and the approval from the Governor for the 2nd through 4th years of the grant (September 30, 2014 through September 29, 2017). Human Services expressly agrees to reimburse UVI within fifteen (15) business days of receipt of a statement certifying such cost for any and all allowable costs expenses incurred from the effective dates of this Agreement, up to and including any notice advising of unavailability of funds, or any notice advising of the early termination for this contract pursuant to paragraph IV.D.

F. EFFECTIVE DATE

The effective date of this MOU shall be the date of execution of the MOU by the Governor.

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G. RECORDS

UVI will provide programmatic and fiscal progress reports to Human Services, as stipulated in Addendum III (Terms of Compensation), and Addendum IV (Notice of Award), attached hereto and made part of this contract. This includes quarterly fiscal and programmatic reports to Human Services, and reports required by the funder. The latter includes semi-annual reports due at the of the 2nd and 4th quarters, annual reports due at the end of each budget period, and a cumulative final report due at the end of the project period. The Contractor, when applicable, will present documented, precise records of time and/or money expended under this MOU.

UVI is responsible for producing written reports of the results of each of the three studies described in the grant proposal for a Child Care Research Partnership submitted to ACF, as stipulated in Addendum I (Scope of Services), hereto attached and made part of this contract.

H. PROFESSIONAL STANDARDS

UVI agrees to maintain the professional standards applicable to its profession and to consultants doing business in the United States Virgin Islands.

I. ASSIGNMENT

UVI shall not subcontract or assign any part of the services under this MOU without the prior written consent of the Government.

J. CONFLICT OF INTEREST

- (a) UVI covenants that it has no interest and will not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this MOU.
- (b) UVI further covenants that it is.
 - (1) not a territorial officer or employee (i.e., the Governor, Lieutenant Governor, member of the Legislature or any other elected territorial official; or an officer or employee of the legislative, executive or judicial branch of the Government or any agency, board, commission or independent instrumentality of the Government, whether compensated on a salary, fee or contractual basis); or

(2) a territorial officer or employee and, as such, has:

- (i) familiarized itself with the provisions of Title 3, Chapter 37, of the Virgin Islands Code, pertaining to conflicts of interests, including the penalties provision set forth in Section 1108 thereof;
- (ii) not made, negotiated or influenced this contract, in its official capacity;
- (iii) no financial interest in the contract as that term is defined in Section 1101, (1) of said Code Chapter.

K. LICENSURE

UVI covenants that it has familiarized itself with the applicable provisions of Title 27 of the Virgin Islands Code pertaining to professions and occupations, and has obtained all of the applicable licenses or permits, temporary or otherwise, as may be required under said statute(s) for the conduct of UVI's business in the United States Virgin Islands.

L. INDEPENDENT CONTRACTOR

UVI shall perform this MOU as an independent contractor and nothing herein contained shall be construed to be inconsistent with this relationship or status.

M. GOVERNING LAW

This Contract shall be governed by the laws of the United States Virgin Islands, and jurisdiction shall remain exclusive in the United States Virgin Islands.

N. NON-DISCRIMINATION

No person shall be excluded from participating in, be denied the proceeds of, or be subject to discrimination in the performance of this MOU on account of race, creed, color, sex, religion, national origin or disability.

O. LIABILITY OF OTHERS

Nothing in this contract shall be construed to impose any liability upon Government to persons, firms, associations, or corporations engaged by the UVI as servants, agents, or independent contractors, or in any other capacity whatsoever. Additionally, nothing herein shall make Government liable to any

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such persons, firms, associations, or corporations for the acts, omissions, liabilities, obligations and taxes of the UVI or whatsoever nature, including but not limited to unemployment insurance and social security taxes for the UVI, its servants, agents or independent contractors.

P. NOTICE

Any notice required to be given by the terms of this Agreement shall be deemed to have been given when the same is sent certified mail, postage prepaid, or personally delivered, addressed to the parties as follows:

Department of Human Services:

Christopher E. Finch
Commissioner
Department of Human Services
1303 Hospital Ground, STE 1.
St. Thomas, VI 00802-6722
Telephone: 340-774-0930
Fax: 340-774-3466

University of the Virgin Islands:

Dr. David Hall, S.J.D.
President
University of the Virgin Islands
No.2 John Brewer's Bay
St. Thomas, VI 00802
Telephone: 340-693-1000
Fax: 340-693-1000

V. FALSE CLAIMS

UVI warrants that it shall not, with respect to this MOU, make or present any claim upon or against Human Services, or any officer, department, board, commission, or other agency thereof, knowing such claim to be false, fictitious, or fraudulent. UVI acknowledges that making such a false, fictitious, or fraudulent claim is an offense under Virgin Islands law.

VI. NOTICE OF FEDERAL FUNDING

UVI acknowledges that this MOU is funded, in whole or in part, by federal funds. UVI warrants that it shall not, with respect to this MOU, make or present any

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claim knowing such claim to be false, fictitious or fraudulent. UVI acknowledges that making such a false, fictitious, or fraudulent claim is a federal offence.

VII. DEBARMENT CERTIFICATION

The party executing this MOU with Human Services hereby certifies that it is eligible to receive awards using federally appropriated funds and that it has not been suspended or debarred from entering into contracts with any federal agency. The party entering into this MOU with Human Services shall include this provision in each of its sub-contracts hereunder and shall furnish its sub-contractors with the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NON-PROCUREMENT." In the event UVI or anyone of its sub-contracts with pursuant to this MOU misrepresents its eligibility to receive awards using federal funds, UVI or its sub-contractor agrees that it shall not be entitled to payment for any work performed under this MOU. As a result, UVI or its sub-contractor shall promptly reimburse Human Services for any progress payments heretofore made. If, during the term of this MOU, UVI shall become ineligible to receive awards using federal funds, this MOU shall be terminated forthwith for cause and UVI shall not be entitled to payment for any work performed under this MOU after the effective date of such ineligibility.

VIII. RESPONSIBILITIES OF HUMAN SERVICES

1. Provide fiscal oversight to the Partnership

Human Services is responsible for providing fiscal oversight for the Child Care Research Partnership Grant, including disbursing quarterly payments as part of the subcontract to UVI.

2. Communications regarding grant award with ACF

Human Services, as the agency where the Principal Investigator resides, will be responsible for initiating and responding to all communications with ACF regarding the administration of the grant award.

3. Coordination of Research Partnership Activities

Human Services shall be responsible for coordinating the activity of the organizations involved in the research partnership, including those of the Office of Child Care and Regulatory Services (hereinafter referred to as "OCCRS"), the Head Start Division at Human Services, the Early Childhood Advisory Committee (hereinafter referred to as the "ECAC"), the Virgin Islands Department of Education (hereinafter referred to as "VIDE"), and the ECC.

Human Services will convene quarterly meetings with all organizations involved in the child care research partnership, including the ECC, for the purpose of developing and monitoring work plans; and, making adjustments to work plans or timelines, as needed. Human Services will also develop and execute Letters of Agreement as necessary between Human Services, UVI, and VIDE to promote data sharing.

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Human Services will act as the liaison between the ECAC and the Partnership.

4. Establishment and Coordination of an Advisory Board to the Child Care Research Partnership

Human Services will work with Ms. Ellie Hirsh of the ECAC of the Children and Families' Council of the Virgin Islands to establish an advisory board to provide oversight to the activities of the child care research partnership.

Human Services will convene quarterly meetings between the Advisory Board and ECC staff, as well as other partner organizations, to monitor progress and provide input into study protocols and the interpretation of results.

Human Services will facilitate ongoing communications between UVI and the Advisory Board as needed.

5. Review of Research Protocols

Human Services will provide timely reviews of research protocols designed by ECC to assure that these are in accordance with the research objectives set forth in the proposal to ACF and address questions that are pertinent to the needs of the Lead Agency of the Child Care and Development Fund.

6. Providing Access to Names and Contact Information for Child Care Providers

Staff at OCCRS at the Department of Human Services will provide names and contact information of licensed early childhood providers to the ECC as requested.

OCCRS staff will notify licensed child care providers of the research studies being conducted by the partnership and refer providers with questions to the appropriate individuals at Human Services and/or ECC.

7. Providing Access to Information and Materials Relevant to VI S2Q

Staff at OCCRS will provide access to all information and materials relevant to Virgin Islands Steps to Quality (hereinafter referred to "VI S2Q") the Virgin Islands' Quality Rating and Improvement System, to the ECC so that this information can be used to design the research protocols.

8. Review of Research Results prior to Publication

Human Services will formally review the results from the studies conducted by the ECC as part of this contract and provide assistance in interpreting their implications for programs and initiatives supported by the Child Care and Development Fund Program.

9. Submitting reports to ACF

Human Services will submit semi-annual and annual progress and financial reports to ACF on behalf of the research partnership.

10. Promotion of Partnership Activities

Human Services will promote the partnership research activities in the wider community in and among licensed child care providers in particular. This will include dissemination of information via emails, public service announcements, and electronic and traditional print outlets.

IX. RESPONSIBILITIES OF UVI

1. Design Research Studies

UVI is responsible for designing research protocols for each of the three studies described in the grant proposal for a Child Care Research Partnership submitted to ACF, as stipulated in Addendum II (Project Description and Budget) attached hereto and made part of this contract.

2. Obtain Institutional Review Board approval to conduct research

UVI will be responsible for assuring that all data collection activities adhere to the federal regulations regarding research with Human Subjects set forth by U.S. Department of Health and Human Services, including obtaining approval to conduct the research by the University's Institutional Review Board.

3. Hire, train and manage all staff and consultants needed to design and conduct the research.

UVI will be responsible for hiring all staff and consultants needed to design and conduct the research studies outlined in the grant proposal. Further, UVI will be responsible for managing the employees and consultants hired as a result of this contract.

4. Conduct Research Studies

UVI will be responsible for all activities related to data collection for the three studies including participant recruitment, payment of participant incentives, maintaining reliability of research assistants, and conducting primary and archival research as stipulated in Addendums I (Scope of Services) & II (Project Description and Budget) attached hereto and made a part of this contract.

5. Data Entry and Analysis

UVI is responsible for entering and analyzing the data for each of the three studies described in the grant proposal for a Child Care Research Partnership submitted to ACF, as stipulated in Addendums I (Scope of Services) & II (Project Description and Budget) attached hereto and made a part of this contract.

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6. Produce written report of results

UVI is responsible for producing written reports of the results of each of the three studies described in the grant proposal for a Child Care Research Partnership submitted to OPRE, as stipulated in Addendum I (Scope of Services) attached hereto and made a part of this contract.

At minimum, UVI will produce written reports of the results for each study for Human Services and the Early Childhood Advisory Committee; articles for scholarly journals describing the results of the three studies, and a research brief for each study geared towards practitioners and policymakers. UVI will also prepare written materials for conference presentations associated with the research conducted as part of the partnership.

7. Attend Partnership Meetings convened by Human Services

UVI will attend all meetings of the Advisory Board and Child Care Research Partnership convened by DHS.

8. Archiving publications and other project products

UVI will assure that all publications and other project products, including databases, are archived with Child Care and Early Education Research Connections ("Research Connections"). UVI will also be responsible for preparing any public-use data files produced by the funded research for Research Connections.

9. Produce reports on project progress and fiscal status to Human Services

UVI will provide programmatic and fiscal progress reports to Human Services, as stipulated in Addendum III, Terms of Compensation, and described in Addendum IV (Notice of Award) attached hereto and made a part of this contract. This includes quarterly fiscal and programmatic reports to Human Services, and reports required by the funder. The latter includes semi-annual reports due at the of the 2nd and 4th quarters, annual reports due at the end of each budget period, and a cumulative final report due at the end of the project period.

X. RESPONSIBILITIES OF BOTH PARTIES

1. Attend Office of Planning, Research and Evaluation (Hereinafter referred to as "OPRE") conferences, grantee meetings, and conference calls.

It is the responsibility of both parties to attend all conferences, meetings and call convened by OPRE in relationship to the grant.



2. Attend monthly progress meetings among the project Investigators

It is the responsibility of both parties to conduct monthly progress meetings that include the project Investigators.

3. Selection of job candidates for positions related to the grant.

Both parties will be responsible for the final selection of job candidates hired to fill positions funded by the Child Care Research Partnership grant.

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4. Dissemination of results

It is the responsibility of both parties to disseminate the results of the research to both policy and academic audiences.

5. Develop plan to archive and disseminate research data

UVI, along with Human Services, will work with Child Care and Early Education Research Connections throughout the project period to plan for the archiving and dissemination of research data resulting from their projects.

XI. INDEMNIFICATION

(A) Indemnification by Human Services

To the extent permitted by law, Human Services agrees to investigate, defend and hold harmless UVI from and against any and all loss, damage and liability, claims, demands, detriments, cost, charges and expense (including attorney's fees) and causes of action of whatsoever character which UVI may incur, sustain or be subjected to, arising out of or in any way connected to the responsibilities of Human Services under this MOU and arising from any cause, to the extent caused by Human Services' negligence.

(B) Indemnification by UVI

To the extent permitted by law, UVI agrees to investigate, defend and hold harmless Human Services from and against any and all loss, damage and liability, claims, demands, detriments, cost, charges and expense (including attorney's fees) and causes of action of whatsoever character which Human Services may incur, sustain or be subjected to, arising out of or in any way connected to the services to be performed by UVI under this MOU and arising from any cause, to the extent caused by UVI negligence.

XII. OTHER PROVISIONS

Addendum I, Addendum II, Addendum III, and Addendum IV are attached to this MOU and are incorporated herein by reference and made a part of this MOU. In the event of a conflict between the terms and conditions of the general provision of this MOU, as set out in Sections I through XI of this MOU, and the terms and provisions of any Addendum or Attachment of this MOU, the terms and conditions of said general provisions of the MOU shall prevail.

IN WITNESS WHEREOF, the parties have hereunto set their hands on the date and year indicated.

WITNESS:

**GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF HUMAN SERVICES**

Michael Thompson 8/27/14
DATE

Chris E. Finch, Commissioner

8/27/2014
DATE

DEPARTMENT OF PROPERTY AND PROCUREMENT

Lisa Mill 11/19/14
DATE

Lynn A. Millin Maduro, Commissioner

11/19/14
DATE

**CONTRACTOR: UNIVERSITY OF THE VIRGIN ISLANDS
EASTERN CARIBBEAN CENTER**

Jermain 8/22/14
DATE

Frank Mills
Dr. Frank Mills, Director UVI-ECC
University of the Virgin Islands

8/22/14
DATE

**CONTRACTOR: UNIVERSITY OF THE VIRGIN ISLANDS
AUTHORIZED REPRESENTATIVE**

J. Hall 8/22/14
DATE

David Hall
Dr. David Hall, Esq., President
University of the Virgin Islands

8/25/14
DATE

APPROVED:

Honorable John P. de Jongh, Jr.
GOVERNOR OF THE VIRGIN ISLANDS

12/31/14
DATE

ATTEST:

**APPROVED TO LEGAL SUFFICIENCY
DEPARTMENT OF JUSTICE**

BY: Wayne S. Anderson for: Vincent F. Frazer, Esq. 12/31/14
Honorble Vincent F. Frazer, Esq. DATE
Attorney General of the Virgin Islands

Account Code No. _____ Purchase Order No. _____

Contract No: GC006DHS15

Initial: [Signature]
Initial: [Signature]

Addendum I – Scope of Services

1. In consideration of the Child Care Research Partnership grant awarded to Human Services by the Administration for Children and Families, UVI will be responsible for all activities associated with conducting the three research studies as described in the grant proposal submitted by both parties. The three research studies to be conducted include:

- The *VI QRIS Virtual Pilot Project*, which will examine the validity of the VI QRIS by assessing the measurement strategies and psychometric properties of measures used to assess quality and how these are related to child outcomes, and,
- The *Pathways to Success Project*, which will seek to identify the developmental trajectories of children who are succeeding in the early school years, particularly in the areas of language, literacy, and cognition, to determine if there might be unique predictors of such outcomes in the VI that should inform quality learning standards, and
- The *Charting Change Project*, which will examine changes in the quality and supply of ECE settings in the territory after the introduction of the QRIS and new licensing regulations.

See Addendum II (Project Description) attached hereto and made a part of this contract for a detailed description of the three research studies to be conducted through the Child Care Research Partnership Grant, and the timeline for their completion. Any modifications to the proposed research designs or project timeline will be decided mutually by the Project Investigators from UVI and DHS. Specific activities associated with conducting the research activities of the partnership that UVI will complete include:

- Seeking IRB approval for all research protocols and assuring compliance with all IRB standards
- Designing specific research protocols to address the partnership's research questions
- Hiring, training and supervision of all research staff
- Hiring and coordinating activities of project consultants
- Collecting all primary and secondary data
- Data entry, database management and analysis

2. UVI will write and disseminate research reports on the basis of data collected from the three research studies outlined above. This will include at minimum for each study: a written report to distribute to USVI policymakers and the ECAC, one conference presentation, one journal article, and one research brief to share with early childhood education practitioners in the VI and elsewhere.

3. UVI will participate in all activities related to the functioning of the Partnership including attending monthly meetings of all of the Project Investigators, attending quarterly Advisory Board Meetings, attending quarterly meetings of the full Partnership including the ECAC and VIDE, grantee meetings convened by ACF, and representing the full partnership at CCRC Meetings. UVI will also post any reports resulting from the project on its website.

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4. UVI will provide DHS with semi-annual and final financial reports as required by ACF. Semi-annual reports, due after the 2nd and 4th quarter of the grant period, are due to DHS within 14 days of the closing of the quarter. A final report is due to DHS within 45 days after the close of each budget period, and a cumulative final report is due within 45 days of the close of the project period. UVI will use the federal reporting documents and procedures as stipulated in the original grant award (Please see Addendum IV (Notice of Award) attached hereto and made a part of this contract.

5. UVI will assure that all publications and other project products, including databases, are archived with Child Care and Early Education Research Connections ("Research Connections"). UVI, along with Human Services, will work with Research Connections throughout the project period to plan for the archiving and dissemination of research data resulting from their projects. Grantees and Research Connections will jointly select the datasets that are most appropriate for archiving and decide among the options for dissemination that best address all concerns related to privacy, intellectual property rights, data ownership, and other issues. UVI will prepare any public-use data files produced by the funded research for Research Connections.

6. All services provided by UVI through this contract will be done so as stipulated in the Project Budget that was submitted with the approved grant proposal to ACF by UVI and DHS. Please see Addendum II (Project Description and Budget) attached hereto and made part of this contract for specific details of how project funds are to be spent. Any changes to the budget will have to be reviewed and approved by the Department of Human Services.

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ADDENDUM II – PROJECT DESCRIPTION AND BUDGET

The following project description describes in detail the research activities proposed to ACF in the funded grant proposal. As such, except where noted, it constitutes a description of the research activities that are to be completed by the Child Care Research Partnership. As the designated “research partner” to DHS, it is UVI’s responsibility to conduct the research described in the grant proposal.

The Partnership will conduct the following three studies:

- The *QRIS Virtual Pilot Project*, which will examine the validity of the VI QRIS by assessing the measurement strategies and psychometric properties of measures used to assess quality and how these are related to child outcomes, and,
- The *Pathways to Success Project*, which will seek to identify the developmental trajectories of children who are succeeding in the early school years, particularly in the areas of language, literacy, and cognition, to determine if that there might be unique predictors of such outcomes in the VI that should inform quality learning standards, and
- The *Charting Change Project*, which will examine changes in the quality and supply of ECE settings in the territory after the introduction of the QRIS and new licensing regulations.

The following describes the research design for each study as it is now known and gives a Project Timeline. This information is abstracted from the grant proposal submitted by DHS and UVI to ACF.

A. The VI S2Q Virtual Pilot Project

The VI S2Q Virtual Pilot Project is designed to determine the psychometric properties of the components of the QRIS quality standards and their combination as overall ratings of program quality. In the proposed study, all indicators of quality assessed by the proposed QRIS (and others not included but implicated by the existing literature and/or expert opinion in the VI) will be examined using an IRT framework. Once the indicators or true measures of quality are identified, the relationship of scores derived from these measures to child outcomes can be determined. Although a logic model or theory of change specific to VI S2Q has not yet been developed (but will be as part of the Partnership’s work), it is not likely to differ substantially from the model proposed by Zellman et al. (2008). In logic models of QRIS, the ultimate goal is the promotion of better school readiness outcomes for children, and as such, is the metric against which the predictive validity of quality measures must ultimately be assessed. Data collection for the study will occur in Years 2 of the proposed project.

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Research Questions and Variables

There are three primary research questions to be answered by the VI S2Q Virtual Pilot Project. These include:

- *What are the most reliable and valid measures of child care quality in the Virgin Islands?*
- *How can these be combined to produce meaningful and valid distinctions in levels of quality for programs operating in the Virgin Islands?*
- *How do these measures of quality related to school readiness outcomes for children in the VI?*

Variables associated with the primary research questions are detailed in Table 1.

A variety of indicators of program quality will be assessed. This will include assessments of classroom environments using the Environmental Rating Scales (ERS; Harms & Clifford, 1980) and the CLASS, as both of these measures are included in the VI S2Q standards. In addition, research instruments to collect data on other indicators of quality included in the VI S2Q standards will be developed.

Beyond the known QRIS indicators of quality, the Partnership may also consider other quality indicators for inclusion in the study that have particular relevance in the VI. Two areas seem particularly worthy of inclusion. First, given the kindergarten entry assessment results reported by VIDE, more detailed observational assessments of programs' literacy environments and practices should be made. It is anticipated that we will seek to complete a more refined assessment of the quality of literacy environments and practices, using indicators from assessments such as the Early Language and Literacy Classroom Observation (ELLCO) Toolkit or the SELA. In addition, the language or languages used in early childhood settings will also be documented. The latter includes variations in standard English, including the local dialect or patois.

A second area that deserves closer attention is the specific practices that teachers and providers engage in to promote children's moral or character development. In the study conducted by Jaeger & Hirsh (2009), these types of outcomes were repeatedly mentioned by directors as a specific aim of a variety of early childhood programs. Although no means of assessing such practices along a quantitative dimension currently exists, it is important to begin documenting how such activities are implemented in USVI programs and whether such indicators are related to program quality.

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Table 1. S2Q Virtual Pilot Project

Primary Research Questions	Major Variables	Measures/Data Sources
<p>1. What are the most reliable and valid measures of program quality in the VI?</p> <p>2. How can these be combined to produce valid and meaningful distinctions in levels of quality?</p> <p>3. How do these measures relate to school readiness outcomes for VI children?</p>	<p>Program Quality as defined by VI S2Q</p> <ul style="list-style-type: none"> • Staff qualifications • Staff professional development • Staff specialized training • Use of a curriculum aligned with ELGS • Use of a screening tool • Use of assessment tool aligned with ELGS • Classroom Quality • Classroom Climate • Outdoor/gross motor activities • Screen Time Limits • Continuity/Transition practices • Group size and ratio • Staff planning • Staff Policies • Family Policies • Business Practices • Family Engagement • Connection to community resources • Makes referrals <p>Possible Additional Quality Measures</p> <ul style="list-style-type: none"> • Languages spoken by teachers • Richness of literacy environment • Activities to promote moral development • Square feet per child of indoor space 	<ul style="list-style-type: none"> • Director Interview • Teacher Interview • Records Review • ECERS-R Observations • CLASS observations • Observation measures of classroom environments designed for the study
		<ul style="list-style-type: none"> • Observation measures designed for the study • ELLCO or SELA items

	Child School Readiness Outcomes <ul style="list-style-type: none">• Language and literacy• Cognition• Socio-emotional• Approaches to Learning• Gross Motor• Fine Motor	<ul style="list-style-type: none">• Learning Assessment Profile – 3 or other standardized assessment such as the Woodcock Johnson at end of Pre-K• TERA-3• Teacher Report• School records:
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Finally, observers will record classroom ratios and group sizes at least three times during the observation period and assess the square feet per child of indoor space available in the classroom. In addition to the increase in professional qualifications, anecdotal evidence suggests that providers are anticipating the most difficulty meeting these new standards as both relate directly to cost. It is important to determine how these structural measures of quality relate to the QRIS indicators and other process measures.

The exact measures used to assess school readiness at the end of Pre-Kindergarten will be selected by ECAC Data Workgroup. One measure that will definitely be considered for inclusion is the Learning Assessment Profile -3 (Hardin & Peisner-Feinberg, 2001), which VIDE administers to children at kindergarten entry. This measure was chosen by VIDE for its kindergarten readiness assessment since it represents the developmental domains addressed in the Virgin Islands Early Learning Guidelines. There are two shortcomings, however, to using the data already collected by VIDE to assess school readiness. First, by the time children are assessed by VIDE it is likely that summertime loss, typically seen in high risk children has occurred. Most children in the VI attend camp programs in the summer that depart substantially from school year programming, even if housed in the same facility as their prekindergarten program. Additionally, many children are pulled from programs during the summer months when older siblings are available to provide child care. Second, the VIDE testing occurs over several months, extending from July through the first couple of months of the school year and is completed in settings that are unfamiliar to the children (i.e., either at the Curriculum Center where parents register their children for kindergarten, or in the new kindergarten classroom). For these reasons, it would be preferable to get measures of child outcomes prior to when children leave their pre-K settings.

As part of the partnership, with parental permission, data collected on child outcomes as part of the Partnership research will be linked to VIDE data. In addition to allowing for the examination of some issues, such as summer loss, empirically, longer term child outcomes can also assessed. Finally, our partnership with VIDE will also allow us to determine how children who are not in any formal early learning situation, including those in subsidized kith and kin care, fare when they get to school. To the extent possible, data collected as part of the Partnership will also be used to populate the VI integrated longitudinal database.

Finally, child and family demographic variables will also be collect to be used as covariates in analyses examining program quality and child outcomes, as well as moderators of these relationships. These variables will be statistically controlled when examining associations between indices of program quality and children's outcomes. (In the event that we cannot obtain a completed survey from parents, teachers will be asked to report on as many of the characteristics as possible.)

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Data Sources and Sampling Plan

Researchers will attempt to visit all child care programs licensed by the Department of Human Services serving preschool-aged children (N = 110). Both individual interviews with program staff and observations of program quality will be conducted in each program. Within each center-based setting, one preschool-aged classroom will be selected to be observed. The priority will be completing an assessment in a classroom that serves children who are to begin kindergarten the following year. If there are more than two classrooms that serve children this age, one will be randomly selected to be observed. Child outcome data will be collected for up to six children randomly selected in each classroom observed. It is anticipated that data will be collected from approximately 100 program. Programs in the first wave of data collection will include the 20 sites that are participating the VI S2Q pilot.

Administrative Data

With permission of VIDE and signed consents from the children's parents, we will seek to gather data regarding children's outcomes from the Department's administrative records. Because we will need to merge this information with data collected by our research team, we will need access to the names associated with the files. We will prepare a list of names that participated in our assessments and share them with VIDE. Once we receive the data, we will delete all personally identifying information from the records and replace it with an ID number.

Data Collection

Directors will be given consent forms to sign prior to the completion of any data collection. The consent form will indicate that we would like to share site specific information with OCCRS staff (and possibly the VIDE longitudinal database). However, the consent form will give Directors the option to opt out of sharing any of their personally identifying information. Teachers that will be observed will also be given similar consent forms to sign. All program teachers will be asked for permission to enter the information provided regarding their professional characteristics by their directors into the professional development registry.

A team of two researchers will visit each licensed ECE program to assess program quality between late Fall and early Spring. One research assistant will be assigned the responsibility of completing an ECERS-R in a pre-K classroom. Some additional observational items will be included in the ECERS-R assessment so the classroom can be score relative to the VI-S2Q standards. The other research assistant will

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complete a CLASS assessment, and collect information from program directors to assess program characteristics relative to all other standards in the VI S2Q (e.g., measures of teacher qualifications, family and community engagement, etc).

Once the program observations are completed, Directors/Owners of programs will be asked to distribute recruitment letters to parents of all children. This letter will include a consent form to be returned to the program indicating their willingness to have their child participate in the study. To assure that an adequate number of consents are received, research staff will make follow-up calls to directors and visits to centers during a drop-off or pick-up time to distribute and collect consent forms. From the consents returned, we will randomly select up to six children to participate in the child assessments. As part of the process of obtaining parental consent, we will also include a short questionnaire to be returned with the consent form that assess basic family demographic information.

Children will be assessed while in their ECE settings during the months of February through May. Assessments will likely involve observations of the children as they go about their normal routine and some individual testing. Prior to any individual testing, verbal assent will be obtained from the child and then a quiet location in or near the classroom will be selected in which to perform the assessment.

Data Processing and Statistical Analyses

Below we outline examples of analyses we anticipate conducting as part of the VI S2Q Validation Study. The final analysis plan, however, will be developed after consultation with the Advisory Board (as described in the Management Plan).

Primary Research Questions

- *What are the most valid and reliable measures of child care quality in the Virgin Islands?*
- *How can these measures be combined into meaningful and valid distinctions in levels of quality for programs operating in the Virgin Islands?*

The above two questions will be answered using Rasch analyses.

- *How would programs in the VI be rated according to the current VI S2Q standards, the quality measures identified by an IRT approach, and alternate cut-points for ratings based on the IRT approach?*

After constructing ratings of programs based on the results of the IRT analyses, frequencies will be computed to determine how programs are currently distributed with respect to the relevant preschool standards in the VI S2Q.

- *How do the measures of quality in VI programs relate to school readiness outcomes, both at the end of pre-kindergarten year and at kindergarten entry?*

In order to address this question, hierarchical linear analyses (HLM) or multilevel modeling will be used to determine the relationship between experience in types of programs and child outcomes. Specifically, a 2-level HLM will examine which indices of program quality best predict children's preschool outcome. The first level will model individual effects, and the second level will model program effects. In general, HLM is conducted in several steps. The first step is to run a fully unconditional model in which no predictors are specified at any level to obtain the estimates of amount of variance explained at each level in the model (Bryk & Raudenbush, 1992). The second step is to add into the equation the Level 1 variables. The third step is to add the Level 2 variables that are statistically significant, and run a final model in which level 1 and 2 variables are all entered into the equation. During this step, estimates of variance components of two levels in the final model should be compared against those in the fully unconditional model to see the amount of change (Bryk & Raudenbush, 1992). Multilevel modeling has become the preferred analytic approach for examining data in education, psychology and other disciplines due to its applicability to nested, cross-sectional, and longitudinal data (Heck, Thomas, & Tabata, 2010). Multilevel modeling is preferred over linear regression because it empirically tests substantive theory about individual and group processes while taking into account, the clustered sampling strategy of most educational research studies (Heck et al., 2010).

Statistical power for the child outcome analysis will be addressed using the method proposed by Raudenbush and colleagues (Raudenbush, Spybrook, Liu, & Congdon, 2005; Spybrook, Raudenbush, Congdon, & Martinez, 2009), which calculates the optimal sample sizes for multilevel models with a power of 0.8. Using the *Optimal Design Software* developed by Spybrook, Raudenbush, Congdon, and Martinez (2009), and assuming a power of 0.8, alpha level of .05, results of the "effect size approach" for conducting a power analysis indicates that out of 105 sites, a minimum sample of 6 children per site is needed to detect a small effect size.

B. The Pathways to Early Success Project

The Pathways to Early Success Study will use mixed methods to determine factors that promote competent outcomes in young VI children, particularly in terms of language and literacy.

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Research Questions and Variables

The following questions will be addressed as part of the Pathways to Success Study:

- *What is the context for early literacy instruction and support including opportunities for oral language development?*
 - a. *How do preschool teachers and parents conceptualize reading readiness for elementary school?*
 - b. *What are the oral language exposure and supports available to preschool-aged children in the classroom/childcare setting and in the home.*

Mixed-methods will be used to describe the context of early language and literacy and the relationships between early experiences and early reading outcomes.

- *What are the childcare/school-based predictors and home-based predictors of early language and literacy skills including alphabetic principle, phonological awareness, fluency, vocabulary and comprehension skills in elementary school?*

Wave 1 assessments will provide baseline measures for cross-sectional analyses and will also be used to predict outcomes at transition to first grade.

Variables associated with the primary research questions are detailed in Table 2.

Data Sources and Sampling Plan

The sample will be comprised of randomly selected children from the Virtual Pilot Project (n=100). Brief assessments of reading and language development at the end of kindergarten will be conducted using the DIBELS and PPVT. We will administer the Letter Naming Fluency and Phoneme Segmentation Fluency to assess concepts of print and phonological awareness; Oral Reading Fluency and Retell Fluency measures of the DIBELS will assess comprehension. Each DIBELS measure takes approximately 1 minute to administer and has documented reliability and validity, and is used extensively in school across the U.S. A valid and reliable Spanish version, Indicadores Dinámicos del Éxito en la Lectura (IDEL), has also been developed that is not simply a translation of English measures but measures the same domains taking into account the linguistic

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Study 2: The Pathways to Early Success Project

Primary Research Questions	Major Variables	Measures/Data Sources
<ul style="list-style-type: none"> What is the context for early literacy instruction and support including opportunities for oral language development? <ol style="list-style-type: none"> How do preschool teachers and parents conceptualize reading readiness for elementary school? What are the oral language exposure and supports available to preschool-aged children in the classroom/childcare setting and in the home? What are the childcare/school-based predictors and home-based predictors of early language and literacy skills including alphabetic principle, phonological awareness, fluency, vocabulary and comprehension skills in elementary school? 	Context for Student Support for Reading <ul style="list-style-type: none"> Teacher conceptions of reading readiness Teacher practices of reading readiness Parent cm onceptions of reading readiness Parent practices of reading readiness Student knowledge of alphabetic principles Student phonemic awareness skill Student word recognition skills Student vocabulary skill Student comprehension skill Center quality 	<ul style="list-style-type: none"> Teacher Interview Parent Interview Home Support for Literacy DIBELS: Letter Naming Fluency, Phoneme Segmentation Fluency, Oral Reading Fluency, Retell Fluency PPVT ELLCO observation Center quality rating

structure of the Spanish language. The PPVT will be used to assess vocabulary; it is valid and reliable, available in Spanish, and takes minutes to administer.

The DIBELS and PPVT assessments will be analyzed with assessments collected during wave 1 (and school data if available) to identify subgroups of children: those who continuously successful, those who became more successful after transition to school, those whose proficiency appeared to drop upon entering school, and those children who seem to be continuously struggling from prekindergarten onward. We anticipate that the four groups will be relatively equal in size, assuming that there will be groups of children who are consistently strong or struggling, and that the transition will provide both challenges and opportunities that may accelerate or diminish progress. If we find that there is less variability we will make adjustments in number of groups based on the data.

Data will also be collected in the form of qualitative interviews with teachers and parents of the focal child in an attempt to assess school, community, and family factors that might be associated with the various development trajectories.

Data Collection

Data collection of reading assessments for each of the focal children will take no more than 15 minutes. Children will be tested after school or at home in coordination with a brief parental interview that will last approximately 15-20 minutes. The teachers at the school sites where the focal children attend will be asked to participate in interviews that will last approximately 30-45 minutes. The interview protocol will investigate the teachers' training and practice related to their conceptualization of the necessary student requirements for reading readiness.

Parent interviews will also include a brief survey that asks them to report on current and retrospective language and literacy practices in the home using the Home Support for Literacy Measure (De Temple, 2001). This multi-item measure includes questions about specific literacy practices (who reads to child and how often including parents, siblings, extended family, friends), materials (books, catalogues, newspapers, mail), and out of school activities that may offer opportunities for literacy (libraries, museums). This measure will be adapted to align with everyday opportunities for family in VI, with specific attention to available out of school learning opportunities.

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Data Processing and Statistical Analysis

All data will be cleaned, coded and entered into a database. Audio-taped focus group interviews will be transcribed and verified. The following describes analyses to be used to address each research questions.

- *What is the context for early literacy instruction and support including opportunities for oral language development?*

To understand how do preschool teachers and parents conceptualize reading readiness for elementary school, focus group and individual interview data will be transcribed and then coded using grounded theory (Strauss & Corbin) in an NVivo database (software for qualitative analysis that will also export to statistical programs). Thematic coding for readiness will be compared to evidence-based concepts about reading instruction, as well as culturally-based conceptions that are provided by teachers and parents. Secondly, the qualitative data will be used to understand how teachers' and parents' conceptualization of reading readiness informs the oral language exposure and supports they provide to preschool-aged children in the classroom/childcare setting and in the home. Responses to narratives about teacher practice and parent practice will be coded and we will explore how this coding does or does not overlap with narratives of conceptualization of reading readiness. Finally, we will analyze codes by the four student cluster groups described above.

- *What are the childcare/school-based predictors and home-based predictors of early language and literacy skills including alphabetic principle, phonological awareness, fluency, vocabulary and comprehension skills in elementary school?*

At each phase of data collection, descriptive statistics will be computed and examined to check for variability and assumptions of normality before proceeding with multivariate analyses. Correlational matrices will be examined for relationships between dependent and independent variables. SAS PROC MIXED will be used to test for associations in student outcomes by fitting multi-level models of home support for students (level-1) nested within classrooms (level-2) (Singer, 1998). Individual demographic covariates, and teacher and program covariates, as well as baseline student data collected at Wave 1 will be included in the models to test for predictors of the following outcomes: letter recognition, phonological awareness, oral reading fluency, retell fluency, and vocabulary. A simultaneous mixed-method design (Tashakkori & Teddlie, 1998) will be used in integrating thematic qualitative analysis of focus group data and parent data with multi-level modeling to better understand effects predictors of reading readiness.

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C. The Charting Change Study

In Year 4, we propose to collect data on a sample of programs which participated in the VI S2Q Virtual Pilot Study. Although this study will not allow us to consider the independent impact of various policy changes and programs, it will provide us with a much needed opportunity to consider whether the investments made in the system are associated with any significant changes in program quality over a two year period.

Research Questions and Variables

The overall purpose of the study is to determine the impact of the changes in the regulations on the overall ECE system and on program quality. Specific research questions include:

- *Has the overall level of quality in preschool classrooms improved significantly in the two years since the VI S2Q Virtual Pilot Project?*
- *What program characteristics are associated with improvements in quality?*
- *Did programs that participated in the VI S2Q pilot increase in quality?*
- *Has the number of programs in compliance with the new licensing standards increased, particularly in regards to staff qualifications, ratios and group sizes, and allowable square feet per child of indoor space increased?*
-

The particular measures used to assess quality will depend upon the results of the validation analyses from of the VI S2Q Virtual Pilot Project. We will also use a modified Director/Provider interview protocol from the S2Q Virtual Project to assess changes in program characteristics. Additionally, we will ask Directors for specific information as to how the process of meeting the new licensing standards is proceeding, their involvement (or lack thereof) in VI S2Q, and what is needed to address barriers to meeting the new regulations or participating in the QRIS.

Variables associated with the primary research questions are detailed in Table 3.

Data Sources and Sampling Plan

A sample of licensed programs that participated in the VI S2Q Virtual Pilot Project will be recruited to participate. This includes all sites that participated in the Vi

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S2Q QRIS pilot. For each program, we will attempt to visit the same classroom assessed as part of the VI S2Q Virtual Pilot Project.

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Table 3. The Charting Change Study

Primary Research Questions	Major Variables	Measures/Data Sources
<p>1. Has the overall level of quality in preschool classrooms improved?</p> <p>2. What program, family and child characteristics are associated with improvement in quality?</p> <p>3. Did programs in the VI S2Q pilot increase in quality?</p> <p>4. Has the number of programs in compliance with the new licensing standards in areas of PD, square feet per child, and group sizes/ratios increased?</p>	<p>Program Quality as defined by VI S2Q</p> <ul style="list-style-type: none"> • Staff qualifications • Staff professional development • Staff specialized training • Use of a curriculum aligned with ELGS • Use of a screening tool • Use of assessment tool aligned with ELGS • Classroom Quality • Classroom Climate • Outdoor/gross motor activities • Screen Time Limits • Continuity/Transition practices • Group size and ratio • Staff planning • Staff Policies • Family Policies • Connection to community resources • Makes referrals • Overall VI S2Q rating <p>Possible Additional Quality Measures</p> <ul style="list-style-type: none"> • Languages spoken by teachers • Richness of literacy environment • Activities to promote moral development • Square feet per child of indoor space 	<ul style="list-style-type: none"> • Director Interview • Teacher Interview • Records Review • ECERS-R Observations • CLASS observations • Observation measures designed for the study <ul style="list-style-type: none"> • Observation measures designed for the study • ELLCO or SELA items

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Data Collection

Data collection procedures for the Impact Study will be similar to those used in the VI S2Q Virtual Project, except that child outcomes will not be assessed. In brief, two research assistants will assess program quality in one preschool classroom per program between January and March of Year 4. It is anticipated that one assessor will focus primarily on completing the ECERS-R and the other assessor will complete a CLASS observation, and interview directors to assess other indicators of quality relevant to the QRIS.

Data Processing and Statistical Analyses

- *Has the overall level of quality in preschool classrooms improved significantly in the two years since their participation in the VI S2Q Virtual Pilot Project?*

Significant changes over time in quality measures (identified by the IRT analyses from the VI S2Q Virtual Pilot) will be examined using *t*-tests, with Bonferroni corrections for significance tests.

- *What program characteristics, such as location, size, auspice, % of subsidy children served, and characteristics of families and children served, are associated with improvements in quality?*

To answer this question, correlational analyses will be conducted to see the magnitude, direction and significance of associations. Second, hierarchical regressions will examine the contribution of these variables to the magnitude of change in program quality.

- *Did programs that participated in the VI S2Q pilot increase quality?*

Descriptive statistics and repeated measures *t*-tests will be used to answer this question. With a sample of 50 programs, the power to detect a medium effect size ($d = .5$) = .93.

- *Has the number of programs in compliance with the new licensing standards increased, particularly in regards to staff qualifications, ratios and group sizes, and allowable square feet per child of indoor space increased?*

Descriptive statistics and repeated measures *t*-tests will be used to answer this question. With a sample of 50 programs, the power to detect a medium effect size ($d = .5$) = .93.

- *What are the barriers programs are facing to coming into compliance with the licensing regulations and participating in the QRIS?*

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Descriptive statistics will be conducted on responses coded from a qualitative analysis of interview responses.

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D. Project Timeline

Tables 4 and 5 below describe the project timeline. Table 5 describes project tasks by study for Years 1 and 2. Table 6 describes the project tasks by study for Years 3 and 4.

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Table 4: Project Management Plan Years 1 and 2

TASK	Oct-Dec 13	Jan-Mar 14	Apr-June 14	Jul-Sept 14	Oct-Dec 14	Jan-Mar 15	Apr-June 15	Jul-Sep 15
<u>OVERALL PARTNERSHIP:</u>								
Sign MOU with ECC	↑							
Hire Staff	↑							
Convene Advisory Board to Design to Discuss Roles and Responsibilities	↑							
Convene Advisory Board to Discuss Progress and Challenges		↑						↑
Attend CCPRC and grantee meetings	↑				↑			
Write Semi-Annual Report for OPRE		↑				↑		
Write Annual Report for OPRE				↑				↑

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Table 4. Continued

VI S2Q Virtual Pilot	Oct -Dec 13	Jan -Mar 14	Apr - June 14	Jul - Sept 14	Oct-Dec 14	Jan -Mar 15	Apr-June 15	Jul-Sep 15
Design Research Protocols with Advisory Board				↑				
Develop Instruments				↑				
Training on Program Assessments				↑				
Recruit programs					↑			
Collect Data on Program Quality (N = 100)					↑	↑		
Recruit Children					↑	↑		
Training on Child Outcome Assessments					↑			
Collect Child Outcome Data (N = 600)						↑	↑	
Data Entry						↑	↑	
Data Analyses								↑

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Table 5: Project Management Plan Years 3 and 4

TASK	Oct-Dec 15	Jan-Mar 16	Apr-June 16	Jul-Sept 16	Oct-Dec 16	Jan-Mar 17	Apr-June 17	Jul-Sep 17
OVERALL PARTNERSHIP:								
Convene Advisory Board to Discuss Progress and Challenges								
Attend CCPRC and grantee meetings								
Write Semi-Annual Report for OPRE								
Write Annual Report for OPRE								
VI S2Q Virtual Pilot (Continued)								
Data Analysis								
Convene Advisory Board Meeting to Discuss Results; identify additional analyses needed								
Write Final Report								

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Table 5. Continued

<i>Pathways to Early Success Project</i>	Oct – Dec 15	Jan –Mar 16	Apr – June 16	Jul – Sept 16	Oct-Dec 16	Jan –Mar 17	Apr- June 17	Jul-Sep 17
Design Research Protocols with Advisory Board		↑						
Develop Instruments		↑						
Recruit Families		↑						
Training on Child Assessments		↑						
Collect Child Assessment Data (N = 80)		↑						
Collect Parent and Teacher Interviews (N = 80 each)			↑					
Data Coding				↑				
Data Entry					↑			
Data Analyses					↑			
Convene Advisory Board Meeting to Discuss Results; identify additional analyses needed						↑		
Write Final Report							↑	

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Table 5. Continued

Charting Change Study	Oct -Dec 15	Jan -Mar 16	Apr - June 16	Jul -Sept 16	Oct-Dec 16	Jan -Mar 17	Apr- June 17	Jul-Sep 17
Review Design with Advisory Board					↑			
Recruit Programs					↑	↑		
Training on Quality Assessment					↑	↑		
Collect Data on Program Quality (N = 50)						↑		
Data Entry						↑	↑	
Data Analyses						↑	↑	
Convene Advisory Board Meeting to Discuss Results; identify additional analyses needed							↑	
Write Final Report								↑

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**Department of Human Services
Memorandum of Understanding
CONTRACT BUDGET**

	Year 1	Year 2	Year 3	Year 4	
a) Personnel					
Dr. DeGannes	6,800	6,800	6,800	13,600	
Dr. Frank Mills	5,000	5,000	5,000	5,000	
Ms. Bellew	2,000	2,000	2,000	2,000	
Project Coordinator	41,500	50,000	50,000	50,000	
Project Supervisor	13,650	18,200	18,200	13,650	
Data Entry Staff	1,500	1,500	1,500	1,500	
Research Assistants	33,048	33,048	16,920	18,432	
Total Gross Salaries	103,498	116,548	100,420	104,182	
b) Fringe Benefits	22,418	25,615	24,222	26,203	
Total Salaries (a - b)	125,916	142,163	124,642	130,385	
c) Travel	24,827	15,646	20,843	22,677	
d) Equipment	1,600	0	0	0	
e) Supplies	3,722	3,890	2,610	3,505	
f) Contractual	23,600	17,417	33,577	28,899	
g) Construction	0	0	0	0	
h) Other	7,700	6,400	7,600	3,700	
Subtotal (c - h)	61,449	43,353	64,630	58,781	
i) Total Direct	187,365	185,516	189,272	189,166	
j) Indirect Charges	44,070	49,757	43,625	45,635	
TOTAL	231,435	235,273	232,897	234,801	

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Contract to UVI Budget Narrative

The proposed budget included in the grant to ACF included a contract to UVI. The budget justification details for that subcontract are presented below by project year.

Eastern Caribbean Center Subcontract Budget Justification Year 1

ECC PERSONNEL:

- **Dr. Asha DeGannes, Ph.D., Co-Principal Investigator, ECC.** Dr. DeGannes will be responsible for overseeing the day-to-day administration of the research project, including the recruitment and hiring of staff and management of the ECC subcontract. She will provide direct oversight to the Project Coordinator. She will be responsible for submitting all IRB forms to UVI, and assuring that procedures are in place to assure the confidentiality of the data. She will also assist with the study design, data interpretation, report writing, and dissemination of the project results. In addition, she will represent the project as a member of the ECAC's Data Workgroup
Year 1: .1 FTE. Annual Salary: \$68,000.
- **Dr. Frank Mills, Ph.D., Co-Principal Investigator, ECC.** Dr. Mills will assist in the study design, and will oversee all IRT analyses. He will participate in the interpretation of the results, report writing, and dissemination of the project results.
Year 1: .05 FTE. Annual Salary: \$100,000.
- **Ms. Ayishih Bellew, Research Analyst, ECC.** Ms. Bellew will oversee data entry, the assembly of databases for analyses, and assist Dr. Mills with IRT analyses.
Year 1: .05 FTE. Annual Salary: \$40,000.
- **Project Coordinator, TBD,** will be responsible for the oversight and supervision of data collection staff and the administration of the project. The Project Coordinator will be located on St. Thomas, and will supervise the Project Supervisor on St. Croix. In addition, the PC will be responsible for recruitment of participants on St Thomas and St John. The PC will be responsible for meeting with Project Investigators weekly to update them on the progress of all data collection activities.
Year 1: .83 FTE (1 FTE for 10 months). Annual Salary: \$50,000
- **Project Supervisor, TBD,** will be responsible for supervision of data collection staff on St. Croix, and recruitment of participants on St. Croix. The Project Supervisor will have weekly meetings with the Project Coordinator, and will assist administrative tasks as assigned by the PC.
Year 1: .375 FTE (.5 FTE for 9 months) Hourly/Grant Salary: \$20/hour.
- **Part-time Research Staff (A),** in Year 1 four research staff (two for each District) will be responsible for collecting observational data in approximately 100 programs. Two staff members will observe classrooms using the ECERS-R. Two staff members will observe classrooms using the CLASS, and will also collect data on program characteristics from Directors and Teachers. Two staff will be located on St. Croix and two staff will be located on St. Thomas. Each Research Assistant will be required to engage in training on the observational instrument (70 hours each), collect data in 25

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programs (150 hours each), and participate in three reliability visits (18 hours each). Staff will be required to meet with the Project Coordinator or Project Supervisor weekly to discuss progress on data collection activities (18 hour each).

Year 1: 1024 hours. Hourly/Grant Salary: \$18.00/hour.

- **Part-time Research Staff (B)**, in Year one, four staff, two in each District, will be responsible for collecting child outcome data from children in 100 classrooms. Six children in each classroom will be sampled, and it will take approximately 2 hours to assess each child and complete assessment measures. Each assessor will be required to complete assessments in 25 classrooms. Assessors will be given training in IRB procedures, including child assent, and the child outcome measures (35 hours each). They will meet weekly with the Project Coordinator or Project Supervisor to discuss the progress of data collection activities (18 hours each).

Year 4: 812 hours. Hourly/Grant Salary: \$18.00/hour.

- **Data Entry Staff**, in Year 1 will assist the research analyst with scanning all data forms.

Year 1: 150 hours. Hourly/Grant Salary: \$10.00/hour.

ECC FRINGE BENEFITS:

The University's federally negotiated fringe rate is 33% for full-time salary and 8.65% for part-time salary. Total full-time salary for Year 1 = \$ 55300 X 33% = \$18249. Total part-time salary for Year 1 = \$48189 X .865% = \$4169 Total Fringe Benefits: \$22,418

ECC TRAVEL:

The table below details each of the trips that will be made throughout the project during Year 1. Included are trips for two Investigators to travel to DC to attend the Annual Meeting of the Child Care Policy Research Consortium and an in-person meeting for partnership grantees. Trip 2 details travel arrangements for two research assistants being trained in the ERS to attend a 9 day training in Philadelphia. Trip 3 details travel arrangements for two research assistants being trained in the CLASS to attend training in Atlanta.

Trip	# of Travelers	Destination	Duration	Per Diem/ Per Person	Air Travel Per Person	Hotel per night	Local Travel Per Person	Total Cost
1	2	D.C.	4 nights	\$337	\$700	\$250per person	\$200 (taxis)	\$4,474
2	2	Philadelphia	12 nights	\$1574	\$1700	\$200 per person	\$200 (taxis)	\$7,148
3	2	Atlanta	3 nights	\$374	\$1000	\$260 per person	\$200 (taxis)	\$1,833

Total Travel Costs: \$ 13,455

ECC EQUIPMENT:

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Two laptop computers will be purchased for use by the Project Coordinator and the Project Supervisor. (\$800 each; \$1600 total).

ECC SUPPLIES:

General office supplies will include items such as paper, pens, folders, thumb drives, envelopes and general office needs. The amount averages \$700 per full time employee ($2.46 \times \$700 = \1722) Photocopying of research instruments, consent forms, etc @.20 per page. (\$2000)

ECC CONTRACTUAL:

- **Early Childhood Development Research, Consultant.**

A consultant will be hired to provide the subject matter expertise to the ECC research team. The consultant will be responsible for the design of the research protocols; instrument construction, training research assistants; and assisting the Study Investigators with the interpretation of results, reporting writing and dissemination of the results. The consultant will assist Dr. DeGannes with oversight of the Project Coordinator. *Year 1:* 200 hours ($\times \$75$ per hour): \$15,000

- **ECERS-R Training, Saint Joseph's University Child Development Laboratory**

Two research assistants will travel to Philadelphia in January for eight days of ECERS-R training by Ms. Lauren Galvano. Days 1-4 will be spent in classroom-based training and visits to programs to assess particular subscales. Days 5 -8 will be spent completing full ECERS-R observations. Research Assistants will be deemed reliable with the trainer if they pass two consecutive ERS assessments at a standard of 85% or better. Costs for a trip for Ms. Galvano to St. Thomas to check inter-rater reliability in early March is also included in the cost estimate.

Total costs: \$7500 (of which, \$2400 is Travel Expenses)

- **LAP-3 Training, Ms. April Phillips**

Two research assistants will be trained in the LAP-3 child assessments by Ms. April Phillips who regularly conducts LAP-3 assessments for the VIDE. *Two days @ \$250 per day.* (\$500)

- **Statistical Consultant, TBD**

A statistical consultant will be hired to assist the Project Investigators with HLM analyses.

Year 1: 3 days @ \$1,000/day (\$3,000)

ECC OTHER:

- **LOCAL TRAVEL:**

- 100 center visits for quality assessments: 20 miles per trip @ 56.5 cents per mile (\$1130)
100 center visits for child outcomes assessments: 20 miles per trip @ 56.5 cents per mile (\$1130)
- Barge trips between St. Thomas and St. John: 28 trips @ \$50 each (\$1,400)
- 6 Inter-island trips for inter-rate reliability assessments ($\$170 \times 6 = \$1,020$)
- Project Supervisor travel (100 trips at 20 miles per trip @ 56.5 cents per mile (\$1,130)
- Project Coordinator trips to STX: (sea plane: $\$170 \times 18 = \$3,060$; mileage: 10 trips at 10 miles/trip @ .56.5 cents per mile: \$102)

- **TRAINING FEES:**

- CLASS training registration fee for 2 (\$1,700)

- **PARTICIPANT INCENTIVES:**

- Day Care Director incentives to allow research staff to conduct classroom assessments and to complete an interview: \$20, N=100 programs, (\$2,000)
- Teacher incentives for Parent Recruitment for child outcome data: \$10, N=100 programs (\$1,000)

Contract No.: GC006DHS15

Initial TM

Initial CEA

- Parent incentives to allow child outcome to be collected: \$5, N = 600 (\$3,000)

ECC TOTAL DIRECT CHARGES: \$187,365

ECC INDIRECT COSTS: \$44,070

Indirect costs are calculated at 35% of all costs associated with personnel.

ECC TOTAL SUBCONTRACT: \$231,435

Eastern Caribbean Center Subcontract Budget Justification Year 2

ECC PERSONNEL

- **Dr. Asha DeGannes, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 2: .1 FTE. Annual Salary: \$68,000.
- **Dr. Frank Mills, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 2: .05 FTE. Annual Salary: \$100,000.
- **Ms. Ayishih Bellew, Research Analyst, ECC.** See budget justification description provided in Year 1.
Year 2: .05 FTE. Annual Salary: \$40,000.
- **Project Coordinator, TBD,** See budget justification description provided in Year 1.
Year 2: 1.0 FTE . Annual Salary: \$50,000
- **Project Supervisor, TBD,** See budget justification description provided in Year 1.
Year 2: ..5 FTE Hourly/Grant Salary: \$20/hour.
- **Part-time Research Staff (A),** See budget justification description provided in Year 1.
Year 2: 1024 hours. Hourly/Grant Salary: \$18.00
- **Part-time Research Staff (B),** See budget justification description provided in Year 1..
Year 2: 812 hours. Hourly/Grant Salary: \$18.00
- **Data Entry Staff,** in Year 1 will assist the research analyst with scanning all data forms.
Year 2: 150 hours. Hourly/Grant Salary: \$10.00

ECC FRINGE BENEFITS:

The University's federally negotiated fringe rate is 33% for full-time salary and 8.65% for part-time salary. Total full-time salary for Year 2 = \$63,800 X 33% = \$21,053. Total part-time salary for Year 2 = \$52,748 X .8.65% = \$4,562. (Total: \$25,615)

ECC TRAVEL:

The table below details each of the trips that will be made throughout the project during Year 2. Included are trips for two Investigators to travel to DC to attend the Annual Meeting of the Child Care Policy Research Consortium and an in-person meeting for partnership grantees.

Trip	# of Travelers	Destination	Duration	Per Diem/Per Person per trip	Air Travel	Hotel per night	Local Travel	Total Cost
1	2	Washington D.C	4 nights	\$337	700	\$250per person	\$200 (taxis)	\$4274

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GC006DHS15

Total Travel Cost: \$ 4,274

ECC SUPPLIES:

General office supplies will include items such as paper, pens, folders, thumb drives, envelopes and general office needs. The amount averages \$700 per full time employee ($2.7 \times \$700 = \$1,890$) Photocopying of research instruments, consent forms (\$2,000)

ECC CONTRACTUAL:

- Early Childhood Development Research Consultant.
See contractual justification provided in Year 1
Year 2: 200 hours (x \$75 per hour): \$15,000
- ECERS-R Training, Saint Joseph's University Child Development Laboratory
In Year 2, an SJU trainer will come to the Virgin Islands so that research assistants can re-establish reliability with her. If there are new staff, the new staff will train with a former research assistant and then will be trained by the SJU assessor during her trip to the VI in Year 2. *Total costs: \$3,137.00 (of which, \$2400 is travel expenses).*
- Statistical Consultant, TBD
A statistical consultant will be hired to assist the Project Investigators with HLM analyses.
Year 2: 1.5 days @ \$1,000/day (\$1,500)

ECC OTHER:

• **LOCAL TRAVEL:**

- Local travel for data collection includes
- 100 center visits for quality assessments: 20 miles per trip @ 56.5 cents per mile (\$1,130)
- 100 center visits for child outcomes assessments: 20 miles per trip @ 56.5 cents per mile (\$1,130)
- Barge trips between St. Thomas and St. John: 28 trips @ \$50 each (\$1,400)
- 6 Inter-island trips for inter-rate reliability assessments ($\$170 \times 6 = \$1,020$)
- Project Supervisor travel (100 trips at 20 miles per trip @ 56.5 cents per mile (\$1,130)
- Project Coordinator trips to STX: (sea plane: $\$170 \times 18 = \3060 ; mileage: 10 trips at 10 miles/trip @ .56.5 cents per mile: \$102)

• **ECC TRAINING FEES:**

- CLASS reliability must be assessed yearly. \$400 is included to pay for research assistants retaking the reliability test.

• **ECC PARTICIPANT INCENTIVES:**

- Day Care Director incentives to allow research staff to conduct classroom assessments and to complete an interview: \$20, N=100 programs, (\$2,000)
- Teacher incentives for Parent Recruitment for child outcome data: \$10, N=100 programs (\$1,000)
- Parent incentives to allow child outcome to be collected: \$5, N = 600 (\$3,000)

ECC TOTAL DIRECT CHARGES: \$185,516

ECC INDIRECT COSTS: \$49,757

Indirect costs are calculated at 35% of all costs associated with personnel.

ECC TOTAL SUBCONTRACT: \$235,273

Contract No.: GC006DHS15

Initial SM
Initial DP
C&P

Eastern Caribbean Center Subcontract Budget Justification Year 3

ECC PERSONNEL

- **Dr. Asha DeGannes, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 3: .1 FTE. Annual Salary: \$68,000.
- **Dr. Frank Mills, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 3: .05 FTE. Annual Salary: \$100,000.
- **Ms. Ayishih Bellew, Research Analyst, ECC.** See budget justification description provided in Year 1.
Year 3: .05 FTE. Annual Salary: \$40,000.
- **Project Coordinator, TBD,** See budget justification description provided in Year 1.
Year 3: 1.0 FTE . Annual Salary: \$50,000
- **Project Supervisor, TBD,** See budget justification description provided in Year 1.
Year 3: .375 FTE (.5 FTE for 9 months) Hourly/Grant Salary: \$20/hour.
- **Part-time Research Staff,** two part-time research assistants will be responsible for helping collect data on children in the Pathways to Success project. This will include assessments of children's outcomes, interviews with parents and teachers, and obtaining data from administrative records. Training on data collection instruments will take 70 hours per assessor; data collection will take 10 hours per child including transport time.
Year 2: 940 hours Hourly/Grant Salary: \$18.00
- **Data Entry Staff,** in Year 1 will assist the research analyst with scanning all data forms.
Year 2: 150 hours. Hourly/Grant Salary: \$10.00

ECC FRINGE BENEFITS:

The University's federally negotiated fringe rate is 33% for full-time salary and 8.65% for part-time salary. Total full-time salary for Year 3 = \$63,800 X 33% = \$21,054. Total part-time salary for Year 3 = \$36,120 X .8.65% = \$3,168 (Total Fringe: \$24,222)

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ECC TRAVEL:

The table below details each of the trips that will be made throughout the project during Year 2. Included are trips for two Investigators to travel to DC to attend the Annual Meeting of the Child Care Policy Research Consortium and an in-person meeting for partnership grantees.

Trip	# of Travelers	Destination	Duration	Per Diem/Per Person	Air Travel	Hotel Per Night	Local Travel	Total Cost
1	2	Washington D.C	4 nights	\$337	\$700	\$250	\$200 (taxis)	\$4,274
2	1	St.Thomas	3 nights	\$337	\$700	\$250	\$100 (taxis)	\$1,887
3	1	St.Thomas	3 nights	\$337	\$700	\$250	\$100 (taxis)	\$1,887
4	1	St.Thomas	3 nights	\$337	\$700	\$250	\$100 (taxis)	\$1,887

ECC Total Travel Cost: \$ 9,935

ECC SUPPLIES:

General office supplies will include items such as paper, pens, folders, thumb drives, envelopes and general office needs. The amount averages \$700 per full time employee (2.3 FTE .X \$700 =1,610). Photocopying of research instruments, consent forms (\$1,000)

ECC CONTRACTUAL:

- **Early Childhood Development Research Consultant.**
See budget justification description provided in Year 1.
Year 3: 250hours (x \$75 per hour): \$18,000
- **Early Literacy Development Consultant,** will be responsible for designing the Pathways to Success Project. S/he will also oversee data coding, conduct analyses for this study, and assist in writing reports from this study.
Year 3: 128. FTE Salary: (\$91,500 + 33% Fringe = \$121, 695)

ECC OTHER:

- **LOCAL TRAVEL:**
 - Data Collection Trips (4 trips per child = 320 trips at 20 miles per trip@56.5 cents per mile (\$3,616)
 - Barge Trips to STJ for Data Collection: 60 trips @\$50 RT = \$3000
 - Project Supervisor travel (100 trips at 20 miles per trip@56.5 cents per mile (\$1,130)

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- Project Coordinator trips to STX: (sea plane: \$170 X 18 = \$3060; mileage: 10 trips at 10miles/trip@.56.5 cents per mile: \$102)
- **PARTICIPANT INCENTIVES:**
 - Parents will receive \$75 for a completed child assessment and parent interview (80 participants X \$75 = \$6,000)
 - Teachers will receive \$20 for a completed interview (80 teachers X \$20 = \$1,600)

ECC TOTAL DIRECT CHARGES: \$189,272

ECC INDIRECT COSTS: \$43,625

Indirect costs are calculated at 35% of all costs associated with personnel.

TOTAL SUBCONTRACT: \$232,897

Eastern Caribbean Center Subcontract Budget Year 4

ECC PERSONNEL

- **Dr. Asha DeGannes, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 4: .2 FTE. Annual Salary: \$68,000.
- **Dr. Frank Mills, Ph.D., Co-Principal Investigator, ECC.** See budget justification description provided in Year 1.
Year 4: .05 FTE. Annual Salary: \$100,000.
- **Ms. Ayishih Bellew, Research Analyst, ECC.** See budget justification description provided in Year 1.
Year 4: .05 FTE. Annual Salary: \$40,000.
- **Project Coordinator, TBD,** See budget justification description provided in Year 1.
Year 4: 1.0 FTE. Annual Salary: \$50,000
- **Project Supervisor, TBD,** See budget justification description provided in Year 1.
Year 4: 21 FTE (.5 FTE for 5 months) Hourly/Grant Salary: \$20/hour.
- **Part-time Research Staff (A),** in Year 4 four research staff (two for each District) will be responsible for collecting observational data in approximately 100 programs. Two staff members will observe classrooms using the ECERS-R. Two staff members will observe classrooms using the CLASS, and will also collect data on program characteristics from Directors and Teachers. Two staff will be located on St. Croix and two staff will be located on St. Thomas. Each Research Assistant will be required to engage in training on the observational instrument (70 hours each), collect data in 25 programs (150 hours each), and participate in three reliability visits (18 hours each). Staff will be required to meet with the Project Coordinator or Project Supervisor weekly to discuss progress on data collection activities (18 hour each).
Year 4: 1024 hours. Hourly/Grant Salary: \$18.00
- **Data Entry Staff,** in Year 1 will assist the research analyst with scanning all data forms.
Year 2: 150 hours. Hourly/Grant Salary: \$10.00

ECC FRINGE BENEFITS:

The University's federally negotiated fringe rate is 33% for full-time salary and 8.65% for part-time salary. Total full-time salary for Year 4 = \$70,600 X 33% = \$23,298. Total part-time salary for Year 4 = \$33,582 X .8.65% = \$2,905 (Total Fringe: \$26,203).

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ECC TRAVEL:

The table below details each of the trips that will be made throughout the project during Year4.. Included are trips for two Investigators to travel to DC to attend the Annual Meeting of the Child Care Policy Research Consortium and an in-person meeting for partnership grantees. Trip 2 details travel arrangements for two research assistants being trained in the ERS to attend a nine day training in Philadelphia. Trip 3 details travel arrangements for two research assistants being trained in the CLASS to attend a training in Atlanta.

Trip	# of Travelers	Destination	Duration	Per Diem/ Per Person	Air Travel Per Person	Hotel	Local Travel Per Person	Total Cost
1	2	D.C.	4 nights	\$337	\$700	\$250	\$200 (taxis)	\$4,474
2	2	Philadelphia	12 nights	\$1574	\$1700	\$200/per night	\$200 (taxis)	\$7148
3	2	Atlanta	3 nights	\$374	\$1000	\$260 per night	\$200 (taxis)	\$1833

Total Travel Cost: \$ 13, 455

ECC SUPPLIES:

General office supplies will include items such as paper, pens, folders, thumb drives, envelopes and general office needs. The amount averages \$700 per full time employee (2.2 X \$700 = \$1,505). Photocopying of research instruments, consent forms (\$2,000)

ECC CONTRACTUAL:

- **Early Childhood Development Research Consultant**
See budget justification description provided in Year 1.
Year 4: 250hours (x \$75 per hour): \$18,000
- **ECERS-R Training, Saint Joseph's University Child Development Laboratory**
Two research assistants will travel to Philadelphia in January for eight days of ECERS-R training by Ms. Lauren Galvano. Days 1-4 will be spent in classroom-based training and visits to programs to assess particular subscales. Days 5 -8 will be spent completing full ECERS-R observations. Research Assistants will be deemed reliable with the trainer if they pass two consecutive ERS assessments at a standard of 85% or better. Costs for a trip for Ms. Galvano to St. Thomas to check inter-rater reliability in early March is also included in the cost estimate.
Total costs: \$7500 (of which, \$2400 is Travel Expenses)
- **Early Literacy Development Consultant**, will be responsible for designing the Pathways to Success Project. S/he will also oversee data coding, conduct analyses for this study, and assist in writing reports from this study.
Year 4: .023 FTE Salary: (\$91,500 + 33% Fringe = \$121,695)

Contract No.: **00006DHS15**

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CEF

- **Statistical Consultant, TBD**

A statistical consultant will be hired to assist the Project Investigators with HLM analyses.
Year 4: 3 days @\$1000/day (\$3,000)

ECC OTHER:

- **LOCAL TRAVEL:**

- Local travel for data collection include center visits for quality assessments: 20 miles per trip@56.5 cents per mile (\$1,130)
- Barge trips between St. Thomas and St. John: 28 trips @ \$50 each (\$1,400)
- 6 Inter-island trips for inter-rate reliability assessments (\$170 X 6 = \$1,020)
- Project Supervisor travel (100 trips at 20 miles per trip@56.5 cents per mile (\$1,130)
- Project Coordinator trips to STX: (sea plane: \$170 X 12 = \$2,040; mileage: 10 trips at 10miles/trip@.56.5 cents per mile: \$102)

- **TRAINING FEES:**

- CLASS training registration fee for 2 (\$1,700)

- **PARTICIPANT INCENTIVES:**

- Day Care Director incentives to allow research staff to conduct classroom assessments and to complete an interview: \$20, N=100 programs, (\$2,000)

ECC TOTAL DIRECT CHARGES: \$189,166

ECC INDIRECT COSTS: \$45,635

Indirect costs are calculated at 35% of all costs associated with personnel. (off-campus rate).

ECC TOTAL SUBCONTRACT: \$234,801

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Initial DN

ADDENDUM III – Terms of Compensation

1. In consideration of UVI's performance of the services described in Addendums I & II of this Memorandum of Understanding, Human Services shall pay to UVI a total sum not to exceed **NINE HUNDRED AND THIRTY-FOUR THOUSAND FOUR HUNDRED AND SIX DOLLARS (\$ 934,406.00)** for all services provided under this Memorandum of Understanding with the following terms and conditions:

(A) Human Services will pay UVI compensation for services outlined in Addendums I and II in the amount not to exceed **FOUR HUNDRED AND SIXTY-SIX THOUSAND, AND SEVEN HUNDRED AND EIGHT DOLLARS (\$466,708)** for Quarters 1 through 4.

(B) Human Services will pay UVI compensation for services outlined in Addendums I and II in the amount not to exceed **TWO HUNDRED AND THIRTY-TWO THOUSAND, EIGHT HUNDRED AND NINETY-SEVEN DOLLARS (\$232,897)** for Quarter 5 through 8.

(C) Human Services will pay UVI compensation for services outlined in Addendums I and II in the amount not to exceed **TWO HUNDRED AND THIRTY-FOUR THOUSAND, EIGHT HUNDRED AND ONE DOLLARS (\$234,801)** for Quarters 9 through 12.

(D) Inclusive in the total compensation for all services as stipulated in Addendum III, Paragraph 1 , Human Services will pay UVI compensation for travel expenses in the amount not to exceed **EIGHTY-THREE THOUSAND, AND NINE HUNDRED AND NINETY-THREE DOLLARS (\$83,993.00)**

(E) Request for payment shall be billed to Human Services quarterly by UVI, and reimbursed to UVI on a Fixed Price Schedule based on the table below. Payments shall be made upon receipt of an invoice and progress report from UVI submitted quarterly upon acceptance of the invoice and certification by Human Services that all terms and conditions of this Agreement are being successfully met for the invoice period.

Table 1: Fixed Price Schedule of Reimbursements

Quarter 1 (Oct. 1, 2014)	\$116,677.00
Quarter 2 (Jan. 1, 2015)	\$116,677.00
Quarter 3 (April 1, 2015)	\$116,677.00
Quarter 4 (July 1, 2015)	\$116,667.00
Quarter 5 (Oct. 1, 2015)	\$58,224.25
Quarter 6 (Jan. 1, 2016)	\$58,224.25
Quarter 7 (April 1, 2016)	\$58,224.25
Quarter 8 (July 1, 2016)	\$58,224.25
Quarter 9 (Oct 1, 2016)	\$58,700.25
Quarter 10 (Jan. 1, 2017)	\$58,700.25
Quarter 11 (April 1, 2017)	\$58,700.25
Quarter 12 (July 1, 2017)	\$58,700.25
Total	\$934,406.00

Contract No.: **GC006 DHS 15**

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CEP

2. Payment made to UVI by Human Services as described above for services covered under this contract shall constitute full and final payment for that service. Except as otherwise provided for in this contract, Human Services shall not be responsible for any expense of UVI related to the provision of the services under this contract.
3. UVI agrees to follow all of the rules and regulations regarding making changes to the budget, requests to use carryover funds, and no cost extensions as stipulated in the original grant award. (Please see Addendum IV).
4. In the event that Human Services fails or refuses to make any payment to UVI provided for herein, UVI may immediately cease to provide the services, may terminate this contract for cause, and shall be entitled to reimbursement of all covered costs of its performs of the contract to this date of termination.

Contract No. GC006DHS15

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Initial D.H.

ADDENDUM IV- NOTICE OF GRANT AWARD FROM ACF TO DHS

GC0060HS15

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**DEPARTMENT OF HEALTH AND HUMAN SERVICES
ADMINISTRATION FOR CHILDREN AND FAMILIES
NOTICE OF AWARD**

SAI NUMBER:

PMS DOCUMENT NUMBER:

1. AWARDING OFFICE: Office of Planning Research And Evaluation		2. ASSISTANCE TYPE: Coop Agreement	3. AWARD NO.: 90YE0152-01-00	4. AMEND. NO. 0
5. TYPE OF AWARD: Other		6. TYPE OF ACTION: New	7. AWARD AUTHORITY: 413(H)(3)	
8. BUDGET PERIOD: 09/30/2013 THRU 09/29/2014		9. PROJECT PERIOD: 09/30/2013 THRU 09/29/2017		10. CAT NO.: 93.575
11. RECIPIENT ORGANIZATION: Virgin Islands Department of Human Services Knud Hansen Complex Building A Charlotte Amalie, VI 00802-9998 Grantee Authorizing Official: Christopher Finch, Commissioner			12. PROJECT / PROGRAM TITLE: PARTNERS FOR EARLY SUCCESS	
13. COUNTY: St. Thomas		14. CONGR. DIST: 00	15. PRINCIPAL INVESTIGATOR OR PROGRAM DIRECTOR: Michal Rhymer-Browne Assistant Commissioner	

16. APPROVED BUDGET:		17. AWARD COMPUTATION:	
Personnel.....	\$ 0.00	A. NON-FEDERAL SHARE.....	\$ 0.00 0%
Fringe Benefits.....	\$ 0.00	B. FEDERAL SHARE.....	\$ 248,439.00 100%
Travel.....	\$ 2,237.00	18. FEDERAL SHARE COMPUTATION:	
Equipment.....	\$ 0.00	A. TOTAL FEDERAL SHARE.....	\$ 248,439.00
Supplies.....	\$ 0.00	B. UNOBLIGATED BALANCE FEDERAL SHARE.....	\$ 0.00
Contractual.....	\$ 231,759.00	C. FED. SHARE AWARDED THIS BUDGET PERIOD...	\$ 0.00
Facilities/Construction.....	\$ 0.00	19. AMOUNT AWARDED THIS ACTION:	
Other.....	\$ 0.00	\$ 248,439.00	
Direct Costs.....	\$ 233,996.00	20. FEDERAL \$ AWARDED THIS PROJECT PERIOD:	
Indirect Costs.....	\$ 14,443.00	\$ 248,439.00	
At % of \$		21. AUTHORIZED TREATMENT OF PROGRAM INCOME:	
In Kind Contributions.....	\$ 0.00	Additional Costs	
Total Approved Budget.....	\$ 248,439.00	22. APPLICANT EIN: 660431678	23. PAYEE EIN: 1000303942A1
		24. OBJECT CLASS: 41.41	

25. FINANCIAL INFORMATION:					DUNS 001560155	
ORGN	DOCUMENT NO.	APPROPRIATION	CAN NO.	NEW AMT.	UNOBLIG.	NONFED %
	90YE015201	7531515	3-G999016	\$248,439.00		

26. REMARKS: (Continued on separate sheets)

27. SIGNATURE - ACF GRANTS OFFICER Timothy Chappelle	DATE: 09/26/2013	28. SIGNATURE(S) CERTIFYING FUND AVAILABILITY Sheila Abbott	DATE: 09/26/2013
29. SIGNATURE AND TITLE - PROGRAM OFFICIAL(S) Mary Bruce Webb -		DATE: 09/26/2013	

DGCM-3-785 (Rev. 86)

GC006DHS15

Handwritten initials and signature

DEPARTMENT OF HEALTH AND HUMAN SERVICES
ADMINISTRATION FOR CHILDREN AND FAMILIES
NOTICE OF AWARD

SAI NUMBER:

PMS DOCUMENT NUMBER:

1. AWARDING OFFICE: Office of Planning Research And Evaluation		2. ASSISTANCE TYPE: Coop Agreement	3. AWARD NO.: 90YE0152-01-00	4. AMEND. NO. 0
5. TYPE OF AWARD: Other		6. TYPE OF ACTION: New	7. AWARD AUTHORITY: 413(H)(3)	
8. BUDGET PERIOD: 09/30/2013 THRU 09/29/2014		9. PROJECT PERIOD: 09/30/2013 THRU 09/29/2017		10. CAT NO.: 93.575
11. RECIPIENT ORGANIZATION: Virgin Islands Department of Human Services				

STANDARD TERMS

1. Paid by DHHS Payment Management System (PMS), see attached for payment information. This award is subject to the requirements of the HHHS Grants Policy Statement (HHHS GPS) that are applicable to you based on your recipient type and the purpose of this award. This includes requirement in Parts I and II (available at <http://www.hhs.gov/grantsnet/adminis/gdp/index.htm>) of the HHHS GPS.
This award is subject to requirements or limitations in any applicable Appropriations Act. Although consistent with the HHHS GPS, any applicable statutory or regulatory requirements, including 45 CFR Part 74 or 92, directly apply to this award apart from any coverage in the HHHS GPS.
This award is subject to the requirements of Section 106 (g) of the Trafficking Victims Protection Act of 2000, as amended (22 U.S.C. 7104). For the full text of the award term, go to the http://www.acf.hhs.gov/grants/awards_term.html. This grant is subject to the requirements set forth in 45 CFR Part 87.
This award is subject to requirements as set forth in 2 CFR 25.110. For full text go to http://www.acf.hhs.gov/grants/award_term_ccr_duns.html.
This award is subject to the Federal Financial Accountability and Transparency Act (FFATA or Transparency) of 2006 subaward and executive compensation reporting requirements. For the full text of the award term, go to: http://www.acf.hhs.gov/grants/award_term_ffata.html.
Attached are terms and conditions, reporting requirements, and payment instructions. Initial expenditure of funds by the grantee constitutes acceptance of this award.

AWARD CONDITIONS

1. Grantee assumes complete responsibility for the administration and accountability for all funds received under this award.

Contractual costs have been restricted pending receipt of a ratified contract

PLEASE NOTE: Attached to this grant award is a copy of the Cooperative Agreement that should be signed and dated by the authorizing official. Please return the original signed Cooperative Agreement to the Grants Management Specialist no later than October 29, 2013.

Indirect costs have been restricted from draw down of funds pending receipt of an approved Indirect Cost Rate Agreement.

CONTACTS

1. Questions concerning the programmatic aspects of the grant should be directed to Ann Rivera on 202-401-5506. Questions concerning the financial aspects of the grant should be directed to Kim Martin on 202-401-5449.

GC006DHS15

D. H.
FM

COOPERATIVE AGREEMENT

BETWEEN

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
ADMINISTRATION FOR CHILDREN AND FAMILIES
OFFICE OF PLANNING, RESEARCH, AND EVALUATION

AND

VIRGIN ISLANDS DEPARTMENT OF HUMAN SERVICES

**Child Care Research Partnerships Cooperative Agreements
HHS-2013-ACF-OPRE-YE-0603**

I. LEGAL BASIS FOR AGREEMENT

As provided by the terms of the Federal Grant and Cooperative Agreement Act of 1977 (P.L. 95-224), the attached Notice of Award establishes a cooperative agreement between the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) (hereinafter "OPRE"), and Virgin Islands Department of Human Services (hereinafter "Grantee"). Pursuant to P.L. 95-224, this cooperative agreement provides for substantial involvement and collaboration in activities related to the development and implementation of the Child Care Research Partnership Cooperative Agreement that the Grantee will carry out in accordance with the provisions of the approved Notice of Award.

The Child Care Research Partnership Cooperative Agreements program is funded generally under the authority of the Child Care and Development Block Grant Act of 1990, as amended (42 U.S.C. § 9858 et seq.) and specifically by the appropriation for the Child Care and Development Block Grant made under Division F, Title II of the Consolidated Appropriations Act, 2012, Public L. 112-74, and the Continuing Appropriations Resolution, 2013, Pub. L. 112-175.

Effective herewith, OPRE agrees to make grant awards to the Grantee in accordance with approved annual applications and semi-annual reviews of performance progress and expenditures for the project period. This Cooperative Agreement and the attached Terms and Conditions establish the concepts and responsibilities for implementing the Grantee's Child Care Research Partnership project. Initial expenditure of the associated grant funds constitutes acceptance of this cooperative agreement. Continued funding is contingent upon satisfactory performance, availability of funds, and determination that continuation is in the best interest of the U.S. Government.

II. GENERAL BACKGROUND AND BASIS FOR COOPERATION

The Administration for Children and Families (hereinafter "ACF") issued a funding opportunity announcement (HHS-2013-ACF-OPRE-YE-0603) inviting applications for Care Research Partnerships Cooperative Agreements to support new research and evaluation activities developed

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and conducted through partnerships between Child Care and Development Fund (CCDF) lead agencies and researchers.

The purpose of this cooperative agreement is to support active collaboration between CCDF administrators and researchers to investigate questions of immediate relevance to local and national policies concerning child care; to address research questions of high priority for local and state-level child care stakeholders, while adding to general knowledge about the efficacy of child care subsidy policies and quality improvement initiatives in promoting family economic self-sufficiency, children's healthy development and learning, and support for child care providers.

This document outlines both the roles and responsibilities for the Grantee and ACF. A cooperative agreement provides for the substantial involvement of the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) in the execution of the Child Care Research Partnership projects. The cooperative agreement contains an explicit statement of the nature and extent of anticipated agency involvement to ensure that the responsibilities of both the Grantee and agency staff are clearly understood.

III. SCOPE OF AGREEMENT

Roles and Responsibilities of the Grantee

The Grantee, Virgin Islands Department of Human Services, will perform the roles and responsibilities described in the referenced funding opportunity announcement (FON# HHS-2013-ACF-OPRE-YE-0603) and in the approved application submitted by the Grantee in response to FON# HHS-2013-ACF-OPRE-YE-0603. The Grantee will also perform the following activities in support of this agreement:

1. Within 60 days of receiving the Notice of Award, the Grantee (and any other appropriate partners) will meet with OPRE to discuss plans for the implementation of the Child Care Research Partnerships Cooperative Agreement; the Grantee will consult with OPRE Federal staff about whether this meeting will take place in-person or by phone. During this meeting both parties will discuss roles, responsibilities and the work plan, which will be provided by the Grantee at least 10 working days ahead of the meeting. This work plan will account for all functions or activities identified in the application and in any addenda submitted subsequently.
2. Within 30 days after the initial meeting with OPRE, the Grantee will submit to OPRE for review any clarifications or revisions to the work plan, and, if necessary, address comments raised by OPRE during the initial briefing.
3. The Grantee will participate in regular communications, teleconferences, with OPRE to ensure timely communication about project developments, findings, challenges, delays, etc.
4. The Grantee will collaborate with OPRE to produce project materials with application for ACF and CCDF administrators.
5. The Grantee will participate in a network of Child Care Research Partnerships Grantees that will meet annually and communicate regularly to share lessons learned, to identify opportunities for collaborative or cross-site efforts (e.g., cross-site data collection procedures,

instruments, or analyses; presentations), and to develop collective expertise and resources to be shared with the field at large. Partners and subcontractors will also participate, as appropriate.

6. The Grantee agrees that key project personnel (e.g., Principal Investigator(s), CCDF lead agency partners) will participate and present at the Annual Meeting of the Child Care Policy Research Consortium each year of the project. In addition, the Grantee may be asked to attend the State and Territory Child Care Administrators Meeting or another event to share project developments with stakeholders.
7. The Grantee agrees to archive publications and other project products with Child Care and Early Education Research Connections ("Research Connections"). The Grantee must work with Research Connections throughout the project period to plan for the archiving and dissemination of research data resulting from their projects. The Grantee and Research Connections will jointly select datasets or other products that are most appropriate for archiving and decide among the options for dissemination that best address all concerns related to privacy, intellectual property rights, data ownership, and other issues.
8. The Grantee will promptly notify OPRE if revisions are needed to the approved project description or to the amount in the approved budget. Accordingly, the Grantee will submit for review and approval (when applicable):
 - a. Requests to change the scope or objectives of the project;
 - b. Requests to change key personnel, including resumes or job descriptions for the new personnel;
 - c. Requests to transfer or contract out any work under the award, except as described in the original, approved application.
9. The Grantee will submit performance progress and financial reports semi-annually throughout the project period, as described in Section VII of this document, to document progress on project activities and grant expenditures, including:
 - a. SF-PPR (Performance Progress Report), including Cover Page and Appendix B, that describes activities including, at a minimum: 1) major activities that occurred during the reporting period, 2) problems, issues, or obstacles, 3) significant findings and events, 4) dissemination activities, 5) other activities, and 6) activities planned for next reporting period. The narrative portion of the progress reports should describe any significant events or issues with a bearing on the successful implementation of the cooperative agreement. In addition, reports should list/describe the development of materials or resources, if any, such as materials for presentations, trainings, meetings, briefings, outreach.
 - b. SF-425 (Federal Financial Report) on the status of funds expended and subcontracted under this grant.

Roles and Responsibilities of the Office of Planning, Research and Evaluation

OPRE, on behalf of the funding Federal agency (Administration for Children and Families), will perform the roles and responsibilities described in the referenced program announcement. OPRE will also perform the following activities in support of this agreement:

1. Collaborate with the Grantee to review and comment on work plans and planned activities supported by the award. In addition, OPRE will consult with the Grantee to address issues,

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concerns, or problems that were raised during the panel review or that arise during the project period with regard to the ability of the Grantee to carry out the full range of activities included in the approved application in the most efficient and effective manner. The first of these meetings/consultations will occur within 60 days of issuing the Notice of Award.

2. Identify opportunities for the Grantee to consult with policymakers and administrators. This includes acting as a liaison between the Grantee and ACF program offices, other federal agencies, and state-level agencies to ensure that the research products developed are relevant and appropriate for the targeted policy and practice communities.
3. Facilitate collaboration and coordination with other grantees in the network of Child Care Research Partnerships, including scheduling regular meetings for grantees, setting agendas, and coordinating joint activities.
4. Facilitate communication with representatives of other OPRE- and ACF-sponsored projects, as needed, to promote collaboration and coordination in the development of products, national leadership and dissemination activities (e.g., research grantees and contractors, training and technical assistance centers).
5. Support the Grantee in identifying and developing products, resources, or activities that would be useful to relevant stakeholders and/or the field at large.
6. Provide oversight and guidance to the Grantee in matters regarding HHS regulations to support the successful implementation of this overall initiative.

The Federal Project Officer (FPO) is the only party authorized to make commitments or changes that affect the Agreement terms or conditions. Any recipient requests for changes shall be submitted in writing directly to the FPO.

Nothing in this agreement shall be construed as preempting the Department of Health and Human Services' or ACF's exercise of legal authorities under its purview. The HHS Grants Policy Statement (HHS GPS) is the Department of Health and Human Services' single policy guide for discretionary grants and cooperative agreements. ACF grant awards are subject to the requirements of the HHS GPS, which covers basic grants processes, standard terms and conditions, and points of contact, as well as important agency-specific requirements. Appendices to the HHS GPS include a glossary of terms and a list of standard abbreviations for ease of reference. The general terms and conditions in the HHS GPS will apply as indicated unless there are statutory, regulatory, or award-specific requirements to the contrary that are specified in the Notice of Award (NoA). The HHS GPS is available at: <https://www.acf.hhs.gov/grants/discretionary-competitive-grants>.

IV. DURATION OF AGREEMENT

The terms of this agreement will remain in effect for the project period as specified on the Notice of Award for this project, with annual continuations thereafter for a total project period of four years. Continuation awards will be based upon satisfactory performance by the Grantee, the availability of funds, and the continuing awards being in the best interest of the U.S. Government.

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VI. PROJECT OVERSIGHT

OPRE/ACF designates the following person as the Federal Project Officer (FPO) for this cooperative agreement:

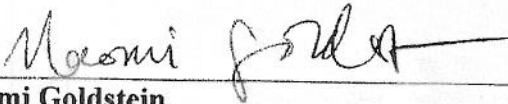
Ann Rivera
Office of Planning, Research and Evaluation
Administration for Children and Families
Phone: 202-401-5506
Fax: 202-205-3598
Ann.Rivera@acf.hhs.gov

VII. REPORTING REQUIREMENTS

The Grantee will provide performance progress (SF-PPR) and financial status reports (SF-425, FFR) semi-annually, in accordance with 45 CFR 92.41. Performance progress and financial reports are due 30 days after the end of each reporting period. Final progress and financial status reports are due 90 days after the end of the project period. The Grantee will provide the reports as specified under Section III of this agreement.

Instructions on submission of reports electronically are provided separately. All correspondence and report materials should be labeled with the ACF grant number specified in the Notice of Award.

I agree to the terms set forth in this cooperative agreement.

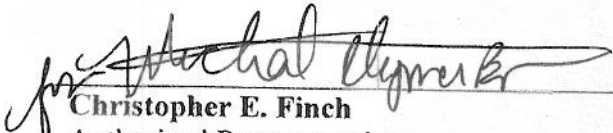


Naomi Goldstein

Director
Office of Planning, Research, and Evaluation
Administration for Children and Families

9/24/13

Date



Christopher E. Finch

Authorized Representative
Virgin Islands Department of Human Services

10/5/13

Date



Michal Rhymer-Browne

Principal Investigator
Virgin Islands Department of Human Services

10/5/13

Date